

TEACHERS' STRATEGIES IN FACILITATING READING COMPREHENSION FOR STUDENTS WITH LIMITED READING SKILLS IN INCLUSIVE CLASSROOM: A QUALITATIVE CASE STUDY

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ABSTRACT

Students with limited reading skills often face difficulties in understanding English texts, particularly in inclusive classrooms where students have diverse learning needs. This study aimed to identify the strategies used by English teachers in facilitating reading comprehension for students with limited reading skills in inclusive classrooms and to describe the challenges encountered during the teaching process. This study employed a qualitative case study design involving two English teachers at a senior high school in Southeast Aceh, Indonesia. Data were collected through classroom observations, semi-structured interviews, and document analysis and were analyzed using the interactive model of Miles and Huberman. The findings revealed that the teachers employed six strategies: simplified texts, pre-teaching vocabulary, code-switching, scaffolding, reading aloud, and multimodal support. These strategies were implemented to facilitate reading comprehension for student with limited reading skills by providing instructional support, reducing language barriers, and increasing engagement in reading activities. The study also identified three major challenges, including limited facilities and technology, limited instructional time, and low student motivation. These findings provide practical insight for English teachers, schools, and education stakeholders in designing and implementing reading comprehension strategies that better address the diverse needs of students with limited reading skills in inclusive classroom.

Keywords: *Efl, Inclusive Classroom, Reading Comprehension, Rural Education, Students with Limited Reading Skills, Teachers' Strategies*

Introduction

Reading is one of the fundamental language skills in the learning process, including in English as a foreign language (EFL) learning in Indonesia. According to Grabe and Stoller (2011), reading is a complex and interactive process in which readers construct meaning by integrating textual information with their prior knowledge. Similarly, Brown (2007) defines reading as an interactive process involving the negotiation of meaning between the reader and the text. Therefore, reading is not a simple decoding activity, but a cognitive process that requires active engagement from the reader (Yan & Cai, 2022). As reading is not an innate ability, appropriate guidance is necessary to help students develop their reading skills effectively (Iftanti & Shofiya, 2018). Building on this understanding, reading plays an essential role not only in comprehending written texts but also in supporting students' access to new knowledge, vocabulary development, and the improvement of

other language skills (Khusniyah & Ariawan, 2024; Zhofiroh et al., 2026). In order to construct meaning from texts, readers need to integrate various cognitive processes, such as word recognition, vocabulary knowledge, language processing, critical thinking, and motivation (Setiawati, 2019). Therefore, reading comprehension is considered the primary goal of reading instruction, where students are expected to apply strategies such as identifying main ideas, locating specific information, making inferences, and evaluating textual content critically.

In classroom practice, the development of reading comprehension is influenced by the diversity of students' abilities and learning characteristics. Contemporary classrooms increasingly reflect the principles of inclusive education, which emphasize equal learning opportunities and appropriate support for students with diverse learning needs (Mølster & Nes, 2018; Sari et al., 2020). Inclusive classrooms provide learning environments where students with different abilities, including those with cognitive,

emotional, and social learning challenges such as slow learners and students with autism, learn together while receiving appropriate instructional support (Mulyadi, 2017). To ensure meaningful participation, inclusive classrooms emphasize accessibility, participation, and learning adaptation (Alhassan, 2024; Larasati & Nugroho, 2021; Yersultanova et al., 2025). However, students with special educational needs continue to experience disparities in learning opportunities and classroom engagement (Melhem & Al-Zoubi, 2025). Consequently, English teachers are required to design and implement reading comprehension instruction that accommodates students with varying literacy levels, including those with limited reading skills.

Despite these principles, the implementation of inclusive education in classroom practice presents various challenges, particularly in relation to students' diverse literacy abilities. In the Indonesian context, one of the main challenges faced by teachers is addressing the varying levels of students' reading skills in English language learning. Students with limited reading skills often experience difficulties in word recognition, reading fluency, and text comprehension (Yersultanova et al., 2025), which can hinder their participation in reading activities. These difficulties may affect students' ability to follow classroom tasks, understand written instructions, and engage actively in discussions based on reading materials. As reading activities frequently serve as a foundation for other learning tasks, students with limited reading skills may require more time and support to process information and complete classroom activities (Khusniyah & Ariawan, 2024). Consequently, teachers are often faced with the challenge of accommodating different levels of reading comprehension within the same classroom while ensuring that all students have meaningful opportunities to participate in learning. The term students with limited reading skills refers to students who experience difficulties in reading performance, including accuracy, fluency, and comprehension of the text (Alnahdi, 2015). These limitations are not always related to clinical diagnoses or specific disabilities, but may be influenced by various factors, such as prior literacy experiences, learning environments, language exposure, and students' academic self-confidence. In the context of learning English as a foreign language, these limitations can be observed through several characteristics, including slow reading pace, difficulty recognizing basic vocabulary, high dependence on teacher or peer support, and limited

comprehension of texts (Alnahdi, 2015). In addition, students may experience anxiety or tend to avoid reading aloud activities due to a lack of confidence in their reading abilities.

The presence of students with limited reading skills in inclusive classrooms requires adjustments to teaching strategies. Teachers need to provide additional support, such as simplifying texts, using audio media, implementing guided reading, and facilitating collaborative reading activities (CAST, 2018). These forms of support help students engage with reading materials at an appropriate level of difficulty while reducing potential barriers to comprehension. The adaptive approach to teaching reading described above aligns with the Universal Design for Learning (UDL) framework, an instructional framework grounded in neuroscience and cognitive psychology that emphasizes flexibility and inclusivity to ensure that learning goals, material, and instructional methods are accessible to all learners (Boukhrissi & Brigui, 2025). This framework emphasizes providing equal access to learning through flexible instructional design (CAST, 2018). UDL is built on three main principles: multiple means of representation, engagement, and action and expression, which encourage teachers to present material in various forms, enhance student engagement, and provide various ways for students to demonstrate their understanding. In the context of inclusive classrooms, this framework is relevant in explaining how practices such as differentiated teaching, guided reading support, the use of audio and visual media, and collaborative activities can accommodate students with limited reading skills and support their reading comprehension development.

Moreover, because students demonstrate different levels of reading skills, teachers are often required to adapt learning materials, provide individualized guidance, and create opportunities for peer-assisted learning to accommodate diverse learning needs (CAST, 2018; Tomlinson, 2005). Such adjustments are particularly important in inclusive EFL classrooms, where students learn to read in a foreign language while exhibiting varying literacy abilities. Limited vocabulary knowledge, unfamiliar language structures, and minimal exposure to English texts often restrict students' ability to comprehend reading materials effectively (Larasati & Nugroho, 2021; Mahmood, 2022; Siam & Al-Natour, 2016). Therefore, reading comprehension instruction in inclusive EFL classrooms should be sufficiently flexible and responsive to accommodate students' diverse literacy levels and promote equitable participation in reading activities.

To address these challenges, teachers need to implement appropriate strategies that accommodate students' diverse literacy levels. Teaching reading in inclusive classrooms requires flexible and differentiated practices such as differentiated instruction, guided reading activities, and the use of visual or collaborative learning supports (CAST, 2018). In reading instruction, differentiated practices enables teachers to provide targeted support through adjustment in text complexity, flexible grouping, tiered learning tasks, and varied assessment methods (Nurdin et al., 2025). Recent studies have further suggested that process differentiation implemented through varied instructional approaches, including visual supports, technology integration, and collaborative learning structures, is associated with improved reading comprehension among learners with diverse learning needs (Astutik et al., 2026). These strategies may include simplifying reading materials, providing guiding questions, using graphic organizers, and applying peer-assisted learning techniques (Tomlinson, 2005). Such instructional adaptations aim to ensure equitable learning opportunities while supporting students' reading comprehension development.

A growing body of research has examined instructional approaches to support reading comprehension among learners with diverse educational needs (Astutik et al., 2026; Boukhrissi & Brigui, 2025; Nurdin et al., 2025). Boukhrissi and Brigui (2025), through a systematic literature review, concluded that the implementation of Universal Design for Learning (UDL) principles, such as flexible instructional design, multiple means of representation, and varied learning activities, can enhance students' reading comprehension across diverse educational settings. Similarly, Astutik et al. (2026) found that differentiated instruction strategies, including text adaptation, flexible grouping, and varied instructional supports, contribute to improving reading comprehension, particularly in elementary school contexts. Likewise, Nurdin et al. (2025) demonstrated that a differentiated learning model based on identification, reflection, and improvement effectively enhanced students' reading ability by accommodating learners' diverse literacy needs. These studies suggest that flexible instructional approaches play an important role in facilitating reading comprehension for learners with diverse reading abilities. However, they primarily focus on instructional models or intervention outcomes rather than examining how English teachers implement these approaches in everyday

classroom practice. Previous studies have also explored teachers' instructional practices in inclusive English language classrooms (Sari et al., 2020; Wijayanti et al., 2025; Yersultanova et al., 2025). Sari et al. (2020) found that English teachers applied differentiated elements, including learning materials, instructional methods, and classroom activities; however, adaptations specifically designed to support students with different reading abilities were not clearly addressed. Similarly, Yersultanova et al. (2025) reported that strategies such as graphic organizers and reciprocal teaching improved students' reading comprehension in inclusive EFL classrooms. Meanwhile, Wijayanti et al. (2025) highlighted that reading instruction generally followed structured pre-, while-, and post-reading activities, although teachers continued to face challenges in supporting students with reading difficulties and managing large classes.

Taken together, these studies demonstrate that various instructional approaches can support reading comprehension among students with diverse learning needs. Nevertheless, previous research has mainly emphasized specific instructional interventions, differentiated learning models, or educational contexts such as elementary, junior high, or vocational schools. Limited attention has been given to how English teachers facilitate reading comprehension for students with limited reading skills in classrooms where learners demonstrate diverse literacy abilities, particularly at the senior high school level within the EFL context. Furthermore, teachers' pedagogical challenges in accommodating students with limited reading skills while simultaneously supporting the learning of the whole class remain underexplored. Therefore, this study aims to identify the strategies employed by English teachers to facilitate reading comprehension for students with limited reading skills in EFL classrooms with diverse learning needs. It also seeks to describe the challenges teachers encounter while implementing these strategies. By focusing on classroom practices in a senior high school in Southeast Aceh, this study is expected to contribute contextual insights into how English teachers support reading comprehension among students with diverse literacy abilities. To achieve these objectives, the following research questions are addressed:

1. What strategies are used by English teachers in facilitating reading comprehension for students with limited reading skills in inclusive classrooms?
2. What challenges are encountered by English teachers in facilitating reading comprehension for students with limited reading skills in inclusive classrooms?

Thus, this study is expected to contribute to the study of inclusive education and reading learning by highlighting teachers' pedagogical practices in the context of classrooms with students with limited reading skills. In practical terms, the results of this study are expected to serve as a reference for English teachers, schools, and education stakeholders in designing and implementing reading comprehension strategies that are more responsive to the needs of students with diverse reading abilities. However, this study has several limitations that need to be considered. First, this study focuses on one inclusive classroom context with research subjects limited to English teachers, so the findings are not intended to be generalized to all school contexts. Second, this study does not aim to measure student' reading comprehension quantitatively, but rather focuses on teaching strategies and teachers' pedagogical experiences. Therefore, the results of this study should be understood as a contextual description of reading teaching practices in inclusive classrooms.

Method

Research Design, This study employed a qualitative research design using a case study approach to explore teachers' strategies in facilitating reading comprehension for students with limited reading skills in an inclusive classroom. A qualitative approach was considered appropriate as it allowed the researcher to investigate teaching practices, classroom interactions, and pedagogical challenges within their natural setting (Creswell, 2014). According to Creswell (Creswell, 2014), a case study is an in-depth exploration of a bounded system (such as a classroom, program, or individual) over time through detailed data collection involving multiple sources of information. This design was suitable for this study as it focused on a single inclusive classroom as a specific case, enabling a comprehensive understanding of how teachers facilitated reading comprehension for students with limited reading skills within a real-life context. This study reflected key characteristics of a case study design, including its focus on a bounded system (one inclusive classroom), its emphasis on in-depth investigation, and the use of multiple data sources such as classroom observations and interviews to capture the complexity of teaching practices and challenges.

Participants, This research was conducted at a senior high school in Southeast Aceh, Indonesia, that implements inclusive classroom practices. The participants consisted of two English teachers whose profiles are summarized in Table 1.

Table 1. Participant Profiles

Participants	Information
Teacher A (T1)	English teacher with more than 20 years of teaching experience and approximately 2 years of experience teaching in inclusive classroom. Holds a Bachelor's degree in English Education and has no formal training in inclusive education
Teacher B (T2)	English teacher with more than 10 years of teaching experience and approximately 2 years of experience teaching in inclusive classroom. Holds a Bachelor's degree in English Education and has no formal training in inclusive education.

Both participants were selected through purposive sampling based on their experience in teaching reading in classrooms that include students with limited reading skills. The inclusion of two participants was consistent with the qualitative case study design, which emphasizes an in-depth exploration of a bounded case rather than statistical generalization (Creswell, 2014). As this study focused on a single classroom context, the two teachers were considered information-rich participants capable of providing detailed insights into the instructional strategies and challenges encountered in facilitating reading comprehension for students with limited reading skills. Classroom observations were conducted in the natural classroom setting to preserve the authenticity of teaching and learning activities.

Data Collection, The data were collected over approximately three weeks through three primary sources: classroom observation, semi-structured interviews, and document analysis (Lincoln & Guba, 1985). Classroom observations were conducted on two occasions to examine how teachers implemented strategies in facilitating reading comprehension, including teaching adaptations, classroom management, and the support provided to students with limited reading skills. The observations were documented through detailed field notes. Two semi-structured interviews were conducted, each lasting approximately 20-30 minutes, to obtain in-depth information regarding their instructional decisions, perceived challenges, and pedagogical considerations in teaching reading within an inclusive classroom. Document analysis included teaching modules, textbooks, reading worksheets, and other relevant classroom materials used to support reading comprehension instruction and reflect instructional adaptations for students with

limited reading skills.

Data Analysis, The data were analyzed using the interactive model proposed by Miles & Huberman (1994), which consists of three concurrent stages: data reduction, data display, and conclusion drawing and verification. Data reduction involved selecting, simplifying, and organizing data obtained from observations, interviews, and documents to focus on themes related to teacher's strategies in facilitating reading comprehension and the challenges encountered in inclusive classroom. Data display presented the organized findings in descriptive narratives and tables to facilitate interpretation. Finally, conclusions were drawn and continuously verified by revisiting the data to ensure consistency and validity. To ensure trustworthiness, this study applied Lincoln and Guba's (1985) criteria, including credibility, transferability, dependability, and confirmability. Credibility was established through data triangulation by comparing findings from classroom observation, interviews, and document analysis. Transferability was addressed by providing detailed descriptions of the research context, participants, and instructional setting. Dependability was ensured by maintaining systematic documentation of the research procedures and data collection processes. Confirmability was achieved by grounding the findings in the collected data and minimizing researcher bias through reflective field notes. The researcher was a final-year undergraduate student in English Language Education and conducted the study as a non-participant observer. To minimize potential researcher bias, the researcher maintained a non-intervention role during classroom observations and employed data triangulation and reflective field notes throughout the research process.

Findings and Discussion

Teachers' Strategies in Facilitating Reading Comprehension in Inclusive Classroom, Based on observations, interviews, and document analysis, the researcher identified six strategies used by teachers to facilitate reading comprehension, particularly for students with limited reading skills in the inclusive classroom. These strategies included simplified texts, pre-teaching vocabulary, code-switching, scaffolding, reading aloud, and multimodal support. Rather than merely delivering instructional content, the teachers adapted their instructional practices to accommodate the diverse learning needs of students, particularly those with limited reading skills. These adaptations reflected the teachers' efforts to

reduce learning barriers and create a more accessible learning environment.

Table 2. Summary table of teachers' strategies in facilitating English reading comprehension

Strategy	Purpose	Example Evidence	Theory
Simplified text	Support students with limited reading skills through simplified reading materials	Simplified texts; two text versions	Differentiated instruction; UDL
Pre-teaching vocabulary	Build vocabulary before reading	Key vocabulary	UDL
Scaffolding	Support comprehension	Guiding questions	UDL
Code-switching	Reduce language barriers	Indonesian-English explanation	UDL
Reading aloud	Encourage participations	Teacher modelling	UDL
Multimodal support	Improve accessibility	Audio and visual aids	UDL

As summarized in Table 2, the six strategies served different instructional purposes but shared a common goal of supporting students with limited reading skills in accessing reading comprehension activities. The strategies were implemented through various forms of instructional adaptation, language support, and multimodal resources to reduce learning barriers while maintaining students' participation in the inclusive classroom. The following sections discuss each strategy in greater detail based on evidence obtained from classroom observations, interviews, and document analysis.

One strategy teachers used to facilitate students' reading comprehension was the use of simplified texts. Research findings indicated that teachers implemented this strategy by simplifying vocabulary and sentence structures without altering the main content of the text. As one teacher explained, "*Sometimes I modify the material, such as by simplifying the text*" (T2 interview). Through this strategy, the reading materials became more accessible while maintaining the intended learning content. In addition to simplifying classroom reading materials, teachers also adapted the difficulty level of assessment texts by preparing two versions of the same text with different levels of linguistic complexity. This allowed students with different reading abilities, particularly those with limited reading skills, to work toward the same learning objectives using materials that were adjusted to their needs. These findings demonstrate the teachers' efforts to adapt instructional materials to the diverse reading abilities of students in

inclusive classrooms.

The adaptation of reading materials reflects the principles of Differentiated Instruction, which emphasizes adjusting instructional materials according to students' readiness, interests, and learning profiles (Tomlinson, 2005). Rather than reducing the academic expectations of the lesson, the teachers maintained the same learning objectives while modifying the linguistic complexity of the texts. This suggests that simplified texts functioned as an instructional adaptation to improve students' access to reading comprehension activities rather than as a reduction of curriculum content. The findings also demonstrate the application of Universal Design for Learning (UDL), particularly in providing flexible learning materials that accommodate learner variability (CAST, 2018). By presenting the same content in a linguistically more accessible form, the teachers reduced potential barriers that might prevent students with limited reading skills from engaging with reading tasks. This supports the UDL principle of creating equitable learning opportunities through flexible instructional design.

These findings are consistent with those reported by Sari et al. (2020), who found that teachers adapted instructional materials to accommodate students' diverse learning needs in inclusive classrooms. However, the present study extends this understanding by showing that instructional adaptation was implemented not only during classroom instruction but also in reading assessments through the preparation of two versions of the same text. This finding highlights how differentiated instructional materials can be applied consistently across both teaching and assessment to support students with limited reading skills in inclusive classrooms. In addition to simplifying reading materials, the teachers also employed pre-teaching vocabulary to facilitate students' reading comprehension. Through this strategy, teachers introduced key vocabulary related to the reading text before students began the reading activity. As one teacher explained, *"Another strategy is that I provide, um... vocabulary words related to the text being taught"* (T1 interview). During the lesson, the teacher asked students to look up the meanings of unfamiliar words in a dictionary and encouraged them to recall whether they had encountered the words previously. Besides supporting vocabulary understanding, the teachers also guided students in pronouncing the target words correctly before they appeared in the reading text. These classroom practices helped

students with limited reading skills become familiar with important vocabulary before engaging with the reading materials

The findings indicate that the teachers attempted to reduce lexical barriers that often prevent students with limited reading skills from understanding English texts. Rather than asking students to interpret unfamiliar vocabulary while reading, the teachers prepared them in advance by introducing key words, their meanings, and their pronunciation. This preparation enabled students to devote greater attention to understanding the content of the text rather than struggling with unfamiliar vocabulary during the reading process. This practice supports the view that vocabulary knowledge is a fundamental component of reading comprehension because readers rely on vocabulary to construct meaning from written texts (Setiawati, 2019). In EFL classrooms, where unfamiliar vocabulary often becomes a major obstacle to comprehension, introducing key vocabulary before reading can make texts more accessible for students with limited reading skills by reducing the vocabulary burden they encounter during reading. The findings also reflect the principles of Universal Design for Learning (UDL) by providing learning support before students encounter potential barriers during reading activities (CAST, 2018). Through explicit vocabulary instruction, teachers provided an additional layer of support that enabled students with limited reading skills to engage with the same reading materials as their classmates while maintaining the intended learning objectives. Rather than simplifying the content itself, this strategy prepared students to approach the original text with greater confidence and understanding.

Based on the data collected, the teachers also employed scaffolding by providing gradual guidance and leading questions to help students understand the reading materials. This support was provided when students appeared to experience difficulties in reading or comprehending the text. When a student seemed confused, the teacher approached the student individually, offered guidance, and asked simple questions to facilitate understanding. Rather than immediately providing the correct answers, the teachers guided students through a series of prompts that encouraged them to construct meaning independently. Through this approach, students with limited reading skills received continuous support during reading activities without feeling left behind by their peers. The findings indicate that scaffolding functioned as an instructional support strategy that enabled students with limited reading skills to participate more actively in reading activities. By providing assistance only when it was needed, the teachers

gradually encouraged students to develop their comprehension while avoiding excessive dependence on teacher support. This suggests that scaffolding was not merely intended to help students complete reading tasks but also to foster greater independence in the reading process.

This practice reflects the teacher's role as a facilitator in EFL reading instruction, where teachers support students in constructing meaning rather than simply delivering information. In inclusive classrooms, such gradual instructional support is particularly important because students with limited reading skills often require additional guidance to engage with the same learning activities as their classmates. The findings also demonstrate the application of Universal Design for Learning (UDL), which emphasizes providing flexible support that responds to learners' varying needs (CAST, 2018). By adjusting the amount of guidance according to students' individual difficulties, the teachers reduced learning barriers while maintaining students' active participation in reading activities. These findings are consistent with those reported by Yersultanova et al. (2025), who found that instructional support contributes to improving reading comprehension in inclusive classrooms. However, the present study extends this understanding by illustrating how scaffolding was implemented through immediate classroom interactions, such as individual guidance and leading questions, to support students with limited reading skills during the reading process.

Based on the results of classroom observations and interviews, the teachers also employed code-switching during reading instruction. When giving instructions or explaining the reading materials, the teachers alternated between English and Indonesian. The use of both languages was intended to help students understand the teacher's explanations more easily, particularly students with limited reading skills. The teachers reported that Indonesian was frequently used when explaining unfamiliar vocabulary, clarifying instructions, or providing additional explanations related to the reading texts. By alternating between the two languages, the teachers ensured that students were able to follow classroom instructions and participate more effectively in reading activities without becoming overwhelmed by language difficulties. The findings indicate that code-switching functioned as a form of linguistic support that reduced language barriers experienced by students with limited reading skills during reading activity. Rather than replacing English as the target language,

Indonesian was used strategically to clarify essential information that might otherwise hinder students' comprehension. This allowed students to focus on understanding the reading content while receiving sufficient language support when necessary.

This practice is particularly relevant in EFL classrooms, where limited vocabulary knowledge, differences in language structure, and limited exposure to English often make reading comprehension more challenging. In inclusive classrooms, such linguistic support enables students with limited reading skills to participate in the same learning activities as their peers without being excluded by language-related difficulties. The findings also reflect the principles of Universal Design for Learning (UDL), which emphasizes reducing learning barriers by providing flexible instructional support that responds to students' diverse needs (CAST, 2018). Through the strategic use of Indonesian alongside English, the teachers created a more accessible learning environment while maintaining students' engagement with English reading materials. Another strategy identified in this study was reading aloud. During reading activities, the teachers asked students to read the text aloud after first modelling the correct pronunciation. Students were called on individually to read the text in turn, including those with limited reading skills, to ensure that all students actively participated in the activity. As one teacher explained, *"This strategy was intended to maintain students' attention throughout the lesson, as some students tended to become less focused when reading simultaneously with the whole class"* (T1 interview). By modelling pronunciation before asking students to read independently, the teachers provided initial support while encouraging active participation from all students.

The findings indicate that reading aloud functioned not only as a pronunciation practice but also as a strategy to increase students' engagement in reading activities. By inviting students to read individually, the teachers created opportunities for students with limited reading skills to participate in the same learning activities as their peers while receiving appropriate instructional support. This suggests that reading aloud promoted both participation and confidence during reading instruction, particularly for students who might otherwise be reluctant to engage with English texts. This practice also reflects the principles of Universal Design for Learning (UDL), which encourages teachers to provide multiple forms of instructional support that promote active engagement in learning (CAST, 2018). By modelling pronunciation before students read

independently, the teachers reduced potential barriers associated with unfamiliar English words and created a more supportive environment for students with limited reading skills to participate in reading activities.

These findings highlight that reading aloud served not only as a language practice but also as an inclusive instructional strategy that encouraged students with limited reading skills to engage in classroom reading activities alongside their peers while working toward the same learning objectives. Another strategy identified in this study was the use of multimodal support to facilitate students' reading comprehension. Based on the data collected, the teachers provided audio recordings of reading passages and visual aids to support students with limited reading skills. Audio recordings were shared through WhatsApp with students who required additional assistance in reading, allowing them to listen to the texts outside the classroom. In addition, the teachers used pictures and illustrations before reading activities to help students develop an initial understanding of the reading topic. By combining audio and visual resources, the teachers provided multiple ways for students to access the same learning materials according to their individual learning needs.



Figure 1. Example of visual aids used by the teacher

The findings indicate that multimodal support functioned as an instructional adaptation that made reading materials more accessible for students with limited reading skills. Audio recordings enabled students to revisit the reading passages independently outside the classroom, while pictures and illustrations activated students' prior understanding before they engaged with the text. Together, these resources reduced some of the difficulties students experienced when approaching English reading materials. This practice reflects the principles of Universal Design for Learning (UDL), which emphasizes providing multiple forms of representation to accommodate learner variability (CAST, 2018). Rather than relying solely on printed texts, the teachers presented information through both auditory and visual media, allowing students with limited reading skills to access the reading content through different modes. In the context of

inclusive classrooms, multimodal support helped reduce learning barriers and created more equitable opportunities for students with limited reading skills to participate in reading activities alongside their peers. These findings demonstrate that combining audio and visual resources can support students' access to reading materials while maintaining the same instructional objectives for all learners. Overall, the findings demonstrate that the teachers made consistent efforts to support students with limited reading skills by adapting their instructional practices to the diverse learning needs found in inclusive classrooms. Through simplified reading materials, language support, instructional guidance, and multimodal resources, the teachers sought to reduce learning barriers while maintaining the same learning objectives for all students. These findings highlight that facilitating reading comprehension in inclusive classrooms involves not only delivering instructional content but also creating equitable learning opportunities for students with limited reading skills. Despite these efforts, the implementation of these strategies was not without challenges, as discussed in the following section.

Teachers' Challenges in Facilitating Reading Comprehension in Inclusive Classrooms. Based on the research findings, teachers encountered several challenges in facilitating reading comprehension for students with limited reading skills in inclusive classrooms. These challenges included limited learning facilities and technology, limited instructional time, and low student motivation during reading activities. The findings highlight the complexity of supporting students with diverse reading abilities within the same classroom environment, where teachers are expected to address varying learning needs while maintaining the progress of the entire class. In inclusive settings, teachers are required not only to support the development of reading comprehension but also to ensure that learning activities remain accessible and meaningful for all students. As a result, limitations related to resources, time allocation, and student engagement may create additional barriers to providing effective reading support, particularly for students with limited reading skills. Despite these challenges, the teachers implemented various strategies and adaptations to accommodate students' diverse learning needs and support their participation in reading activities.

Based on the results of observations and interviews, limited learning facilities and technology, such as projectors and other digital media, were identified as one of the challenges teachers faced when teaching reading in inclusive

classrooms. The limited availability of instructional facilities reduced the variety of learning media that could be used to accommodate students' diverse learning needs, particularly those with limited reading skills. One teacher explained:

"Yes, of course there are many challenges, especially regarding the facilities. The facilities available at the school are very limited, so this becomes one of the challenges." (T1 interview)

The findings suggest that limited access to learning facilities restricted teachers' opportunities to utilize a wider range of instructional media during reading lessons. For students with limited reading skills, who often benefit from additional visual and auditory support, this limitation may reduce the variety of instructional adaptations that teachers can provide. Nevertheless, the teachers demonstrated flexibility by maximizing the available resources, such as printed materials, reading aloud activities, and audio recordings, to ensure that students with limited reading skills continued to receive appropriate support during reading instruction. In addition to limited learning facilities, limited instructional time was also identified as a challenge in facilitating reading comprehension for students with limited reading skills. Teachers reported that the available classroom time was often insufficient to provide individualized support for every student who required additional assistance. As a result, teachers had to divide their attention among all students while ensuring that the learning activities continued according to the lesson objectives. One teacher explained:

"The limited instructional time means that there is not enough time to guide students in completing the learning activities." (T2 interview)

The findings indicate that limited instructional time constrained teachers' opportunities to provide individualized guidance for students with limited reading skills during reading activities. In inclusive classrooms, where students demonstrate diverse levels of reading ability, balancing individual support with whole-class instruction becomes a significant instructional challenge. These findings are consistent with those of Sari et al. (2020), who reported that teachers in inclusive classrooms must balance students' individual learning needs with the demands of classroom instruction and management. However, the present study extends this understanding by showing how teachers attempted to compensate for limited classroom time through additional support outside regular classroom instruction, particularly by providing audio recordings that students could access

independently. This adaptation reflects the teachers' commitment to ensuring that students with limited reading skills continued to receive learning support despite time constraints during classroom instruction. Another challenge identified in this study was students' low motivation to read English texts. The teachers explained that some students showed limited interest and low self-confidence during reading activities, particularly because English was perceived as a foreign language. These conditions affected students' engagement in classroom reading activities, including students with limited reading skills. One teacher explained:

"Another challenge is the students' lack of interest and motivation because English is still a foreign language for them." (T2 interview)

The findings indicate that students' motivation plays an important role in facilitating reading comprehension, particularly for students with limited reading skills. When students demonstrate low interest or lack confidence in reading English texts, they are less likely to participate actively in reading activities and engage with the learning materials. This finding is consistent with Setiawati (2019), who emphasizes that motivation is one of the important factors supporting reading comprehension, as readers rely not only on linguistic knowledge but also on motivational factors to construct meaning from a text. To address this challenge, the teachers selected simpler and more familiar reading topics, incorporated visual aids, and created supportive classroom interactions to encourage students' participation in reading activities. These adaptations demonstrate the teachers' efforts to foster a more supportive learning environment for students with limited reading skills despite differences in students' motivation and confidence.

Conclusion

This study explored the strategies used by English teachers to facilitate reading comprehension for students with limited reading skills in inclusive classrooms, as well as the challenges encountered during the teaching process. The findings revealed that the teachers employed several strategies, including simplified texts, pre-teaching vocabulary, code-switching, scaffolding, reading aloud, and multimodal support. These strategies were implemented to improve students' access to reading materials, reduce learning and language barriers, and encourage the active participation of students with limited reading skills in reading activities. The study also identified three major challenges faced by the teachers, namely limited learning facilities and technology, limited instructional time, and low student

motivation. Despite these challenges, the teachers implemented various instructional adaptations and forms of learning support to ensure that students with limited reading skills remained engaged in reading activities and continued to participate alongside their peers.

Overall, these findings highlight the importance of flexible and inclusive instructional practices in reducing learning barriers and supporting reading comprehension among students with limited reading skills in inclusive classrooms. Therefore, English teachers should be encouraged to adapt instructional materials, provide appropriate learning support, and create an inclusive learning environment that promotes active participation among students with limited reading skills. Future studies may investigate the implementation of these instructional strategies in different educational contexts or involve a larger number of participants to provide a broader understanding of facilitating reading comprehension for students with limited reading skills in inclusive classrooms.

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